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ABSTRACT

An assessment was made of the individual and group needs for continuing education and development of business-oriented professionals who hold the Masters in Business Administration (MBA) degree. The needs were those perceived and felt by 95 members of the Central New Jersey Chapter of the National Black MBA Association. Data from a pretest to gather qualitative input were used to formulate the survey, a self-administered questionnaire to gather quantitative data. Fifty-one completed questionnaires were received. Participants gave generally high ratings to the priority, availability, and effectiveness of continuing education in their organizations. They placed a high degree of importance on their employer's substantial contribution to their continuing education opportunities/endeavors. Professional association-sponsored educational activities were ranked highest. They favored activities--conferences, workshops, and seminars--that allowed for collegial interaction. The mean need in all seven competency clusters was generally low, indicating that MBAs were keeping pace rather well with a complex world of technology, new knowledge, and vast amounts of information. Participants indicated a need for political skills. Pay raises and job security were the most important forms of recognition. (A 28-item bibliography is appended.) (YLB)

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CONTINUING EDUCATION NEEDS ASSESSMENT
AND PARTICIPATION CONSIDERATIONS OF MBA'S

Ollie L. Singleton

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Private sector corporations spend more than \$80 billion annually as providers of education for their workers. The reasons for such a large expenditure are many - namely, to fill a void where the American educational system has failed, to meet their own specific corporate needs and objectives, to provide incentives for employees to remain and grow professionally, to successfully compete in the ever-technologically advancing global community. Numerous as well are the corporate educational offerings- from the requisite training skills, literacy programs, and tuition payment plans to their own alternative graduate degree-granting institutions. Among the cadre of corporate citizens who participate in educational activities, whether of the in-house variety or the externally available brand, is a class of typically career-oriented professionals- the MBAs.

Assuming that the MBA, like any organization member, is affected by change, new knowledge and competition, what do they feel are their continuing education (CE) needs? To answer this question and to determine what are the related considerations to their participation, were the purposes of the inquiry conducted and reported on here.

Continuing Education- Its Concept
in the Private Sector

CE 058776

In the related literature, there is the tendency to discuss not just education but training and management/professional development concurrently and sometimes interchangeably. Such a tendency is understandable since the three, in the corporate sector at least, are vastly intertwined. However, when the three are discussed theoretically and pragmatically, they are more clearly distinguishable. Training implies learning in order to be able to perform a specific task. Education implies learning that

is transferable to other problem solving situations. Training is short-term. It is a "coping strategy"¹. Development is long-term and future-oriented. It is a "building strategy"².

Since corporations are ultimately concerned about productivity and performance, their goals will tend to be specific and narrow while those of traditional higher education institutions must be broader.³

It is difficult, particularly in the private sector, to maintain the boundaries of education and training. Patricia Cross in pointing out this difficulty noted:

Non-collegiate organizations have moved into "education" almost as fast as colleges, especially community colleges, have moved into "training" and the distinction is beyond usefulness.... and the programs of many corporations contain as much emphasis on theory, research, and personal development as any business school.⁴

For LeBreton, the distinction between the three is not as difficult to make since training is notably more utilitarian.

Basically, development is an educational process, as distinguished from a training one. The notion of training conveys some kind of direction or instruction in how to do a certain job for immediate utility, whereas managerial development embraces the notion of future effectiveness and/or enlarged responsibilities and abilities...⁵

From the literature, it is apparent that neither education, training nor development is neatly contained in its own defined area, but pours over into that of the other.

GOALS AND OBJECTIVES OF STUDY

The overall goal of the study was to assess the individual and group needs for continuing education and development of business-oriented professionals who hold the Masters in Business Administration degree. The needs to be identified were those perceived and felt by members of a local chapter of the National Black MBA Association.

In addition to the above-stated overall study goal, interrelated objectives were:

- 1) To determine which competencies this group of MBA professionals feels are important for their work
- 2) To identify the current competency/knowledge levels of this group of MBA professionals in a given set of competencies
- 3) To determine the gap between this group's perceived importance of the competencies and their stated knowledge level in them
- 3) To determine the availability, accessibility, and effectiveness of various modes of continuing education for this group
- 5) To discover their reasons for participating in continuing education activities and to learn what forms of recognition for participating are important to them
- 6) To determine if this study should be expanded to include the entire national membership population with a subsequent continuing education program recommendation to the national board of the National Black MBA Association

Definitions

Because of the varying connotations the term " continuing professional education" would have for the study participants, and in order to facilitate an openness toward and acceptance of a variety of learning activities, the following definitions were offered at the beginning of the questionnaire.

"Continuing professional Education: That education which the individual feels will maintain, enhance, improve his or her professional competence.

Education: The act or process of obtaining knowledge or skill; learning."

And, since many corporate executive education programs purport to offer participants the opportunity to define themselves personally and professionally, the researcher included in the study instrument, competencies that are in concert with the aims of such programs.

The Study Sample

The study sample consisted of the 95 "Full" members of the Central New Jersey Chapter of the National Black MBA Association. Full or regular members are those individuals with an MBA or other advanced management degree. Not included were: associate members (those not holding an MBA or other advanced management degree and whose membership is based upon his/her management experience), and student members (individuals actively pursuing an advanced management degree).

While membership in the NBMBA is open to anyone regardless of race, sex, or national origin, the majority of its members are Black. The association is made up of a multi-discipline group of MBA professionals, most of whom practice in the private sector. Table I below shows a breakdown of the national membership by professional discipline. Table II, on the following page presents similar information for the study population.

TABLE I

NBMBA Membership by Professional Discipline

Discipline	Percent	Discipline	Percent
Sales	7%	Personnel	5%
Accounting	8%	Engineering	3%
Corporate Management	8%	Administration	12%
Financial Management	9%	Advertising/Marketing	11%
Strategic Planning	5%	Entrepreneurship	5%
Banking	5%	Other	22%

Total Membership = 2,000 (approximately 1200 "Full" members)

Source: National Black MBA Association Membership Directory - 1990

TABLE II

Study Population by Professional Discipline

Discipline	Percent	Discipline	Percent
Sales	12%	Personnel	11%
Accounting	5%	Administration	2%
Corporate Management	10%	Advertising/Marketing	13%
Finance/Banking	15%	Entrepreneurship	6%
Information Systems	12%	Other	14%

Total Sample Population = 51

From study data

RESEARCH METHODOLOGY

A pretest was initially used to gather qualitative input data for the survey instrument. Four MBA members- two past chapter presidents, one past national association president, and one non-officer member were selected to participate in the pretest. The data that resulted from the pretest was used to formulate the survey instrument, a self-administered questionnaire.

The Survey Instrument

The questionnaire was designed to yield quantitative data. Based on input from participants in the pretest, the researcher's own experience and a review of the related literature, a questionnaire was constructed pursuant to the goals and objectives of the study. In order to keep the complexity of the analysis of the data to a minimum, aided-recall was the questionnaire design technique employed.

The questionnaire was divided into the following four parts.

- Part I: Continuing Professional Education and the Work Environment
- Part II: Organization Policies on Continuing Education
- Part III: Knowledge Level in and Importance of Specific Skills/Subjects
- Part IV: Methods and Modes of Continuing Professional Education
- Part V: Recognition for Continuing one's Professional Education
- Part VI: Reasons for Participating in Continuing Professional Education

Data Collection

Data was collected via a questionnaire which as previously stated was designed to gather quantitative data. The questionnaires, along with stamped and pre-addressed return envelopes, were mailed to 95 association members. A two-week timeframe was allotted for responses. In order to facilitate the maximum amount of participation, the anonymity of responses was assured in a cover letter. Two weeks after the mailing and after having made follow-up phone calls, 51 completed questionnaires (53.6%) had been received. None were returned because of invalid addresses although in following up by phone, some out-of-service conditions were encountered. Subsequent to the mailing, it was learned that a few of the members had been relocated to other states and potentially would become members of other chapters. An additional 5.4% of the questionnaires were received after the deadline and were not used since enormous re-computation of the data (which was manually done) would have been required.

In cases where not all questions were answered by a respondent, the actual sample size for analysis of the data varied. All but the sixth research objective could be quantitatively interpreted.

FINDINGS AND DISCUSSION

The sample population represents substantial diversity in professional practices, as depicted in Table II. They all hold at

least an MBA degree. Two of the respondents hold law degrees in addition to the MBA. It could be determined from the title/position indicated that the management levels range from first-level to vice-presidential level.

Twenty-eight of the 51 respondents are men and 23 are women. The numbers in the various age groups are as follows:

21 - 29	=	11
30 - 38	=	17
39 - 47	=	18
48 - 56	=	4
57 - 65	=	1

Part I of the questionnaire was intended to gather data about employer policies and attitudes about continuing education and about the availability of CE in their companies. While the individual bares ultimate responsibility for maintaining competence and preventing obsolescence, it benefits both the individual and the employer when CE is approached in partnership.

The literature is replete with examples of corporate sector education, training and/or development programs which can and do take a variety of forms- from the 1/2 day seminar to the two-year MBA programs. An education expenditure by industry of \$80 billion may be conservative. Companies that spend comparatively little on educating, training, and developing its human resources may see it as very time-consuming and difficult to evaluate in terms of return on investment.⁶

The survey participants were asked to indicate with a rating of 1 - 5 (1 the lowest and 5 the highest) the priority, availability and effectiveness of CE in their organizations. The findings indicate that in all three areas, the ratings were generally high. Where the priority was low, the participants were asked to rank-order 4 reasons. Table IIIa on the following page shows the mean scores of each of the 3 questions.

TABLE IIIa
Continuing Professional Education and the Work Environment

<u>Question</u>	<u>Mean</u>	<u>N</u>
1) How high a priority do you feel continuing professional education is in your company?	3.36	50
2) What is the availability of continuing professional education programs in your company?	4.31	51
3) What is the level of effectiveness of continuing professional education programs in your company?	3.22	50

Lowest = 1.00, Highest = 5.00

N = Number responding

In Table IIIb, the rank order of the 4 reasons for "low priority" is presented. Clearly, of those who feel that CE does not have a high enough priority, "Budget Constraints" was the number one reason.

TABLE IIIb

<u>Reasons, if low priority</u>	<u>Rank Order</u>			
	1	2	3	4
Budget constraints	13	5	4	2
Lack of positive attitude of management	3	2	9	8
Organizational structure	3	5	3	6
Other pressing matters	5	7	2	5

It should be noted that most of the sample population is employed by Fortune 500 companies. These are the corporations that historically have been in the financial position to expend large amounts of education dollars but who may now be cutting back in this area.

Part II of the questionnaire revealed the importance the study sample places on 13 organization policies toward continuing professional education. Table IV presents the findings.

TABLE IV
Importance of Employer Providing the Following

	<u>Mean</u>	<u>N</u>
1) Tuition paid for job-related credit courses	4.36	50
2) Tuition paid for courses <u>not</u> job related	2.98	48
3) Time off to attend professional association board meetings/regional conferences	4.10	49
4) Time off to attend classes	3.53	49
5) Time off to attend workshops/seminars	4.02	49
6) Educational leaves with pay	3.06	48
7) Expenses paid to attend annual professional conferences	3.97	49
8) In-house informal training/courses	3.65	47
9) Company-sponsored and educational institution-delivered formal credit courses	3.55	49
10) Regular continuing education needs assessment	3.60	50
11) Time off during business hours to read journals, books.	3.02	49
12) Access to external reading lists, databases, abstracts	3.36	47
13) Well-stocked, up-to-date libraries	3.75	48

Lowest = 1.00, Highest = 5.00

It is evident from these findings that MBAs place generally a high degree of importance on their employer's substantial contribution to their continuing education opportunities/endeavors. Part IV, a related section, reveals what modes of CE the survey population deem important to them. For the sake of continuity in discussion, Parts IV and II will be discussed together. Table V, below, shows the importance the MBAs themselves place on various educational activities. Clearly, the professional association-sponsored activities (especially professional conferences) were ranked highest, with 85% of the study population ranking them 4 or 5 in importance.

TABLE V

Importance of Modes

Educational Activity	N	Mean Importance	% of Respondents Ranking Activity 4 or 5
Home-study materials -----	32	2.65	46%
Self-paced courses at work	49	2.08	26%
Video tapes -----	49	2.95	39%
Lectures -----	51	3.42	49%
College/University courses	50	3.41	54%
Seminars -----	49	4.02	79%
Teletraining -----	51	2.59	23%
Closed-circuit TV -----	50	2.50	22%
Audio-cassettes -----	51	3.23	26%
Computer-assisted instruction -----	51	3.23	47%
Workshops -----	50	4.09	86%
Professional conferences	49	4.24	85%
Professional Association CE programs -----	50	3.61	46%
Field-study trips -----	50	3.32	44%
High potential clinics (association-sponsored)---	49	3.42	47%

Lowest = 1.00, Highest = 5.00

The findings indicate that multiple modes are important to the respondents although the most important are professional conferences. Second and third in importance are workshops and seminars respectively. Among those ranked lowest are media technology modes (closed-circuit TV, Teletraining, audio cassettes). It appears evident that this group of professionals favors educational activities which allow for collegial interaction (eg., professional conferences, seminars, workshops). Large percentages rated these 3 activities with 4 or 5 in importance to them. Seminars with the lowest percent of these three (79%) is 25 percentage points higher than the percent for college and university courses. Since this group has already been through professional school, unless an individual decides to diversify into a new field or change careers, enrolling in college courses would not be of great importance to them. If, however, they do decide to enroll in college courses, it is important to them that their employers pay the tuition, if job-related (Table IV). Twenty of the respondents (40%) rated educational leaves with pay (Table IV) 4 or 5 in importance. An additional item, perhaps- "Educational leaves without pay", might have been more apropos in drawing a conclusion.

MBAs' time schedules and the relevance they see to their practices are also considerations worth noting with regard to taking college courses. The value this group perceives of college courses may be reflected in the following statement by Renck.

....university credit courses are not for keeping up with the state of the art on the frontiers of knowledge. The state of the art is said to be always in advance of regular curricula-- the very latest developments and research results are not incorporated in university credit courses. A course cannot be developed until the state of the art at the frontiers of knowledge has produced enough results so there is substantive material to be taught.⁷

While Renck was writing primarily about research scientists, his statement may ring true for college curricula in general. The best ways, this group feels, to keep up with the state of the art is to attend seminars, workshops and professional conferences. For a large percentage of them, it is important to them that they are given time off to attend these educational activities.

In Part III of the questionnaire, the survey population's perceived existing knowledge/level of competence was measured against their perceived level of importance of a particular competency/skill. The gap or need was identified by subtracting knowledge from importance and finding the mean. This method of determining the felt needs of the participants took into consideration that adults are more motivated to learn what they feel they need to learn. In addition, to determine what educational achievements one needs to make, one must first assess his/her current circumstances. And, as noted by Dubin, "An adult develops his own standard and expectational system based upon his own recognized ability".⁸

The list of competencies was formulated based upon the results of the pretest, the literature pertaining to education of the business-oriented professional, and the researcher's personal experience. At most business schools the core curriculum includes Marketing, Finance, Accounting, Management, Information Science, and Organizational Behavior. In addition to the core curriculum, there is a concentration/specialization requirement. And at many of the schools, there is a great emphasis on the team approach to solving problems, as this is generally true to real work life.

What is learned in one's professional school program, with the rapidly changing business world, quickly becomes obsolete. In trying to keep pace, "better" business schools have had to constantly change their programs. According to Robert Jaedicke of the Stanford business school, more than half of Stanford's 100 electives are changing every five years and now offers 17 courses having a "global dimension".⁹ This same approach being taken by Stanford to prepare students to be effective MBAs, need also to be considered when addressing the continuing education of MBAs. Dubin used the "half-life" concept as a measure for estimating the speed at which one's professional training becomes obsolete.¹⁰ And specifically about the MBA, Ray Watson of Duke stated,

The MBA or its equivalent is only good for eight years out in the business world. After that, it self-destructs because of the continuous and rapid changes occurring in the abilities and skills that business people need to compete successfully.¹¹

The debate about what business professionals need to learn is as much alive today as ever. Historically, the corporate

management education curricula has been divided into four general areas: Managing Time, Managing People, Managing Money, Managing Production and Operations.¹² These functional areas were taken into consideration when formulating the list of competencies. In addition, consideration was given also to the realities of technological advances, and the internationalization of markets and competition.

There is no consensus in the literature, from the normative need¹³ perspective on what characterizes a competent MBA professional. The "Economist" stated, "By the standards of any other graduate program, much of the core MBA is remarkably rudimentary" and further, "The MBA must rely on his specialized studies."¹⁴ Limerick and Cunnington agree with this assessment.

Existing MBA programs are really very good in that they provide tools that can be applied to highly specialized fields- eg. finance and marketing. However, the broader principles of management are not currently supplied by any formal MBA programs.¹⁵

What did the MBAs in this study perceive to be their continuing professional education needs? Results of the study suggests that this group of MBAs may have narrowed the gap in many areas. Generally, they appear to be keeping pace rather well with a complex world of technology, new knowledge, and vast amounts of information. Table VI depicts a clustering of the 60 competencies listed in the survey and the mean need the survey population had in each cluster.

TABLE VI
Mean Need by Competency Cluster

Cluster	Competency by item #	N	Mean Need by Cluster
1) Managing People	2, 3, 4, 6, 7	5	0.22
2) Managing Work	9, 10, 11, 12 13, 16, 17, 18 19, 20, 22, 23 20, 22, 23, 24 41, 51, 52, 53 55, 56, 57		0.26

TABLE VI (continued)
Mean Need of Total Study Population by Competency Cluster

Cluster	Competency by item #	N	Mean need by Cluster
3) Managing/Developing Self	1, 5, 8, 21, 36, 37, 38, 39 40	9	0.20
4) Managing Special Programs	43, 44, 45, 46 47, 58, 59, 60	8	0.27
5) Technical/Quantification	14, 15, 25, 26 27, 28, 29, 30 31, 32, 33, 34 35,50	14	0.17
6) Globalization	48, 49	2	0.28
7) Social Responsibility	42	1	0.18

Lowest = 0.00, Highest = 4.00 N = # of items in cluster

NOTE: Some of the items may have qualified for more than one cluster, however, for purposes of simplification of analysis, they were placed in the cluster toward which there was the greatest tilt.

The mean need in all 7 clusters is generally low. The cluster having the lowest mean score is #5, Technical/Quantification. This is an area one might assume would need specific updating. However, this assumption was not born out by the findings. The data was also examined to determine the mean need in technical/quantification competencies where MBAs were practicing in this area. These areas included Accounting, Information Systems, and Finance. Table VII on the following page shows the results of the analysis from this angle.

TABLE VII

Mean Need in Competencies Directly Related to Discipline

Discipline	N	%	Mean Need
Accounting	3	5%	0.11
Finance	8	15%	0.00
Information Systems	6	12%	0.46

Lowest = 0.00, Highest = 4.00

The mean need of participants practicing in these three disciplines was obtained by using the same method used to determine the mean need (knowledge/competency gap) of all participants in all competencies (ie. determining the individual knowledge level and subtracting it from the importance rating). The mean need in "Information Systems" for those Information Systems practitioners was 0.46. This is higher than the overall mean need of all participants in that competency (0.27), indicating that new knowledge comes about more rapidly than these practitioners are able to keep pace with it.

The remaining 68% of the respondents work in areas that are broader/less function-specific. The mean need scores of this 68% are therefore best represented in the overall mean scores in Table VIII. Table VIII shows the mean need of all participants in the competencies yielding the 20 highest mean need scores. A complete rank-ordering of competencies by mean need score is included in the Appendix. When examining the mean need position of individual competencies, the leader (ie. having the highest mean need score) is "Political Skills" (mean = 0.64). This was a fascinating though not a surprising discovery.

TABLE VIII

Rank Order of Mean Need in Individual Competency

Competency	Mean Need
1) Political Skills	0.64
2) Quality Assurance Leadership	0.56
3) Resolving Conflict	0.50
4) Building Leadership Skills	0.49
5) Corporate Strategy	0.45
6) Telecommunications	0.45
7) Initiating Change	0.43
8) Managing Stress	0.41
9) How to Tolerate Ambiguity	0.40
10) Understanding your Business	0.39
11) Entrepreneurial Skills	0.39
12) Reading Quickly and Comprehending	0.37
13) Statistics	0.35
14) Recent Trends in Technologies & Products	0.35
15) Time Management	0.34
16) Coping with Change	0.32
17) Competitive Strategies	0.32
18) Sales	0.31
19) Product Management	0.30
20) International Marketing	0.29

Lowest = 0.00, Highest = 4.00

Literature that discusses organizational politics of the research caliber is very meager. It is seldom discussed openly by upper management although it is practiced from the bathrooms to the boardrooms. Organizational politics may be defined as processes by which the less preferred official structural route is by-passed for what Kanter calls the "shadow political structure underneath"¹⁶ Another and perhaps more negatively connotative term for the "shadow political structure underneath" is the "old-boy network". A network by definition is characterized by

inclusion/exclusion. In any organization (be it the private or public sector) where there is an "old-boy network", women and minorities are the groups who historically have been most excluded. The discussion of politics here as it relates to the study will be confined to that in the private sector.

In her speech entitled "The Politics of Power", Patti Mancini, a high-ranking female in the Rockwell International Corporation, noted

Office politics is what makes the world go 'round. It's the day-in/day-out behind-the-scenes maneuvers people engage in in order to influence the course of events in a way favorable to them. It is competition and survival of the smartest. At its root are the structure and rules of the military organizations and team sports- "games" that men, but not women, have traditionally played.¹⁷

In order to adequately interpret the study's findings related to the survey population's felt need to improve their competence in political skills, the researcher found it appropriate, if not necessary, to examine the literature related to the historical background of Blacks in the corporate sector.

Two significant events occurred in this country in the mid to late 1960's which had a significant impact on Blacks- the passage of the Civil Rights Act of 1964 and the establishment in 1967 of the National Advisory Commission on Civil Disorders.¹⁸ As a result of these two events, increased educational and professional job opportunities were made available to Blacks. Corporations started hiring Black professionals. With professional Blacks gradually entering the historically white-male-dominated corporations, attention would soon have to be paid to how to develop them to assume higher managerial positions, and more urgently, how best to deal with the internal issues such as racial conflicts and hostilities on both sides that were preventing them from working effectively together for the good of the corporation and its bottom-line objectives. Ultimately, this would require of Blacks a certain amount of assimilation into the corporation's culture, and perhaps even attempts at penetrating the "old-boy networks".

Davis and Watson in their study of Blacks in the corporate world noted, "The Corporation has its own pragmatic sense of how a person must be to get along, its own set of images that its citizens respond to, either positively or negatively".¹⁹ They further stated, "...black life is further than white life from what might be called the corporate norm". And, one of the interviewees in Davis' and Watson's study commented that Blacks "know they are inept at the politics of corporate mobility and know they are not going to be promoted if they don't play the politics, but they are reluctant".

Political savvy seems to be critical not just to one's ability to climb the corporate ladder but just to survive in the corporate battle zone, or to use Davis' and Watson's metaphor of Blacks swimming in the mainstream of corporate life.

If the study's findings are correct, these MBAs seem to have achieved a significant degree of competence in most areas, particularly in their functional specialties. Even in the technical areas where there has been the most advancement, the survey participants appear to have narrowed the gap. Cameron states, "The best technical skills in business will not amount to much if the new employee cannot cope with the internal politics of the organization."²⁰ While the average length of time the respondents have held their current positions is 3.2 years, the range is 2 months to 20 years. Although most are not new employees, Cameron's statement may still hold true.

The analysis did not reveal any significant correlation between mean need level in political skills and gender. The mean need for women in this competency for women was 0.59 and 0.69 for men.

From the results of the study it appears that this group of MBAs manage change better than they initiate and cope with it. They are good problem solvers. They know themselves quite well.

In another study entitled "The Identification and Development of High Potential Managers",²¹ 225 public and private companies were interviewed in an effort to define the "high potential" manager. The participants were asked to rate 21 different traits on an ascending scale of 1-5. The traits and the 5 basic categories into which they fell are in Table IX.

TABLE IX

Traits of the High Potential Manager

<u>People Skills</u>	<u>Management Skills</u>
Communication skills	Decision making ability
Ability to work with others	Conceptual skills
Ability to manage people	Ability to analyze problems
Ability to resolve conflicts	Strategic planning ability
	Time management
<u>Attitude/Temperament</u>	<u>Background/Knowledge</u>
Results-oriented	Understanding of the business
Ability to deal with change	Sound technical training
Ability to handle adversity	Diversity of experience
Flexibility	
Self-control	
Risk taking	
Toughness	<u>Other</u>
Knowing oneself	Entrepreneurial skills

Source: Executive Knowledge Works (1985), "The Identification and Development of High Potential Managers"

The profile of the high potential manager drawn in the above-referenced report is that of

a results-oriented decision maker with strong people skills, who may not be a risk taker, strong strategic planner, or much of an entrepreneur, but understands the business well in spite of a lack of diverse experience.²²

This basically is the profile that emerged from the study presented here, although "competencies" were used instead of traits.

Parts V and VI of the questionnaire were designed to determine what motivates the study population to participate in continuing education activities and what forms of recognition are most important to them. The participants were asked to rank-order (highest to lowest, in terms of importance to them) 10 forms of

recognition. The generous amount of data these 2 parts of the questionnaire yielded was gleaned for the most significant revelations. While the forms of recognition were not intentionally placed in any particular order on the survey, when the data was analyzed and charted, the first 5, interestingly, fell out in the highest end of the quadrant (meaning the greatest number of respondents ranked them 1st to 5th place in importance). The last 5 fell out in the lowest end of the quadrant (meaning the greatest number of respondents ranked them 6th to 10th place in importance). These and other discoveries are depicted in Table X.

TABLE X

Rank Ordering of Forms of Recognition for CE
Participation

Form of Recognition	High-----> RANK ORDER ----->Low											
	1	2	3	4	5	T	6	7	8	9	10	T
Job Security	6	12	9	2	5	34	-	-	3	2	2	7
Pay Raises	11	13	13	2	2	41	1	2	1	-	1	5
Promotions	8	6	6	8	1	29	3	1	7	1	-	12
Fringe Benefits	2	3	4	11	9	29	-	1	3	2	-	6
Autonomy	7	2	5	5	12	31	3	-	8	2	1	14
Certificates	0	0	1	6	7	14	4	2	9	6	1	22
CEUs	0	1	1	4	5	11	9	10	3	4	2	28
Job Enrichment/ Enlargement	5	2	-	1	-	8	11	9	3	9	5	37
College Credits	2	-	1	1	2	6	8	9	1	11	2	31
Internal Rewards	2	1	-	-	-	3	2	4	1	2	20	29

High----->Low

T = Total # respondents

The form of recognition ranking highest overall was "Pay Raises", with the second highest being "Job Security". "Job Enrichment/Enlargement" was ranked lowest overall with "College Credits" being the second lowest. The form of recog-

nitition that the greatest number of respondents gave the same ranking to was "Internal Rewards". Twenty respondents ranked it 10th, the lowest possible ranking.

Initially, how the data in Parts V and VI should be interpreted appeared to be a very challenging prospect. However, when the 10 forms of recognition were clustered, (See Table XI below) it became clear that the forms of recognition involving some form of monetary reward were ranked highest.

TABLE XI
Forms of Recognition by Cluster

Monetary Rewards	Academic Rewards	Intellectual Challenge/Job Satisfac- tion
Job Security	Certificates	Autonomy
Pay Raises	CEUs	Job Enrichment/
Promotions	College Credits	Enlargement
Fringe Benefits		Internal Rewards

These findings were generally consistent with the findings of an earlier study of MBA graduates. Jelenek found that MBAs crave intellectual challenge more than money. When they were asked what was the one thing they wanted most in their careers, their responses were as follows:²³

23%	Intellectual Challenge
20%	Money
14%	Independence at work
11%	Security

While the question in the study presented here may have been posed differently, the end results are very similar. And, while Jelenek's question was aimed at determining what MBAs want most out of their careers, the study here was aimed at determining how MBAs most want to be recognized for continuing their education. From both studies the claim can be made that money (ranking only 3 percentage below intellectual challenge in Jelenek's

study and first in this study) and job security hold high importance/value for MBAs. The claim that money is highly valued by Black MBAs can be backed up by Davis and Watson based on their interviews of over 100 Black corporate managers and executives.²⁴

While no continuing education provider can guarantee job security or pay raises as outcomes of participation, it can be assumed (all other things being equal) that updating one's professional competence, makes a stronger case for continued employment, hence one's ability to earn a living.

CONCLUSION AND RECOMMENDATION

The participants in this study have much in common- socially, culturally, educationally, professionally. On the other hand, by virtue of their individuality, their continuing professional education needs are at variance. While the preceding statement is more speculative than empirical, it can be assumed to be true.

All but the last objective have been met. The last objective could only be addressed after the study was completed. In determining whether to expand the study to include the total national full membership population of 1200, a few things need to be considered. Does sample size in this case constitute validity/invalidity? Would any benefits be derived by conducting the same survey to a larger population? The fact that there should be lifelong learning is not arguable. If this study, standing on its own can evolve into a recommendation that its time for the association of record to entertain the idea of a national continuing education program, then no expansion is needed. A new questionnaire, designed around determining the specifically appropriate/favored modes for information dissemination would be more in order.

FOOTNOTES

- 1 Harry B. Bernhard and Cynthia A. Ingols, "Six Lessons for the Corporate Classroom," Harvard Business Review, 66 (1988), p. 41.
 - 2 Ibid., p.41.
 - 3 Nell Eurich, Corporate Classrooms (Lawrenceville: Princeton University Press, 1985), p.15.
 - 4 Patricia K. Cross, "New Frontiers for Higher Education: Business and the Professions," Current Issues in Higher Education, No. 3, Washington, DC, 1981, pp. 1-7.
 - 5 Ernest Miller, "Developing Managerial Capability in Public Sector," in The Assessment and Development of Professionals: Theory and Practice. ed. by Preston P. LeBreton (Seattle: University of Washington, 1976), p. 131.
 - 6 Bill Darnow, "Middle Management Development Programs: Consider Your Options," Trainer's Workshop, (1988), p. 49.
 - 7 Richard Renck, "Continuing Education for R&D Careers," Social Research, Inc. (Chicago:1969) p. 66.
 - 8 Samuel S. Dubin, "Obsolescence or Lifelong Education: A Choice for the Professional," American Psychologist, May 1972, p 14.
 - 9 Eva Pomice, "Best Business Schools," U.S. News and World Report (March 1990), p. 56.
 - 10 Dubin, op. cit., p. 3.
 - 11 Mary-Margaret Wantuck, "Bottom Line 101," Nation's Business, October 1985, pp. 26-27.
 - 12 Eurich, op. cit., p.59.
 - 13 Paul E. Mazmanian, "A Model (Based Upon Open Systems Organizational Theory) For Continuous Educational Needs Assessment in Continuing Professional Education Programs," University of Michigan, Ann Arbor, MI, 20-22 April, 1977.
 - 14 "To MBA or not to MBA," The Economist, (1989), pp. 66-67.
 - 15 David Limerick and Bert Cunnington, "Management Development: A Look to the Future," Management Decision, 27 (1989), pp 10-13.
 - 16 Rosabeth Moss Kanter, Men and Women of the Corporation, (New York: Basic Books, 1977), p. 165.
 - 17 Patti F. Mancini, "The Power of Politics," Vital Speeches of the Day. 55 (1989) p. 659.
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- 19 George Davis and Gregg Watson. Black Life in Corporate America, (New York: Anchor Press/Doubleday, 1982), p.10.
- 20 Randolph Cameron, The Minority Executive's Handbook, (New York: Warren Books, 1989), p. 4.
- 21 Tony Fresina and others, "The Identification and Development of High Potential Managers," Executive Knowledgeworks, 1987, pp. 1-16.
- 22 Fresina, op. cit., p. 25.
- 23 M. Jelenek, "MBAs Look at the World," Career Management (1977), pp. 16-20.
- 24 Davis, op. cit.

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APPENDIX

Rank Order of Mean Need in Individual Competency

Competency	Mean Need
1) Political Skills	0.64
2) Quality Assurance Leadership	0.56
3) Resolving Conflict	0.50
4) Building Leadership Skills	0.49
5) Corporate Strategy	0.45
6) Telecommunications	0.45
7) Initiating Change	0.43
8) Managing Stress	0.41
9) How to Tolerate Ambiguity	0.40
10) Understanding your Business	0.39
11) Entrepreneurial Skills	0.39
12) Reading Quickly and Comprehending	0.37
13) Statistics	0.35
14) Recent Trends in Technologies & Products	0.35
15) Time Management	0.34
16) Coping with Change	0.32
17) Competitive Strategies	0.32
18) Sales	0.31
19) Product Management	0.30
20) International Marketing	0.29
21) Your Company's Corporate Culture	0.29
22) Public Management	0.28
23) Effective Communication	0.27
24) International Finance	0.27
25) Information Management Systems	0.27
26) Database Administration	0.26
27) Computer Literacy	0.25
28) Managing Change	0.25
29) How to Make Decisions	0.22
30) Accounting	0.22
31) How to Analyze Problems	0.21
32) Preparing Budgets	0.20
33) How to Know Yourself	0.20
34) Managing a Diverse Workforce	0.20
35) Investment Banking	0.19
36) How to Leverage the MBA for Personal and Community Benefit	0.18

Continued on next page

APPENDIX (Continued)

37) How to Handle Adversity	0.16
38) Writing Proposals and Reports	0.16
39) Supervisory Skills	0.16
40) Interpersonal Relationships Skills	0.16
41) Productivity and Operations	0.12
Management	0.12
42) Systems Analysis	0.12
43) Prioritizing Tasks	0.12
44) Subject Matter that Stimulates Thinking	0.11
45) Project Management	0.08
46) Internal Auditing	0.08
47) Team Building	0.08
48) Case Studies in Other Companies	0.06
49) Writing Effective Letters and Memos	0.04
50) Financial Reporting	0.02
51) Self-Development	0.02
52) Process Flows	0.00
53) Future Accounting	0.00
54) How to Develop Self-Control	0.00
55) Self-Made Case Studies	-0.01
56) Building an Awareness of your Inner Resources	-0.02
57) Sales Management	-0.04
58) Problem Solving	-0.04
59) Enhancing Self Image	-0.12
60) Advanced Accounting	-0.12